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MICHIGAN EDUCATION Journal

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Teachers Attend Institutes To View Their 'New Image'

While their pupils may have been enjoying a recess from classes, more than 60,000 teachers in the state have been going to "school."

At nine regional conferences, sponsored by the MEA, they are studying "The New Image of the Teacher." Purpose of the conferences is to provide in-service education and professional development for the members of the MEA.

Not only are they looking at themselves but they also are watching and listening to outstanding authors, humorists, journalists and educators in the regional institutes, being held throughout October.

Among the attractions are: Harry Golden, writer, editor and publisher; Sam Levenson, TV humorist; Max Lerner, New York *Post* columnist; Norman Cousins, editors of the *Saturday Review;* John Ciardi, poet, and Irv Wermont, humorist, author and educator.

Ideas To Be Swapped

Educators who will be present at some of the conferences include James E. Russell, secretary of the educational policies commission of the NEA; Frank O. McIntyre, director of public relations for the California Teachers Association; Dr. George Z. F. Bereday, Columbia University; Karl Berns, NEA field operations, and Dr. E. Dale Kennedy, MEA executive secretary.

Lynn M. Bartlett, state superintendent of public instruction, who was scheduled to address all the conferences, has gone out of the country. His speech will be given by other members of the department of public instruction.

Ray MacLoughlin, MEA president, will speak at the conferences on the image of the teacher theme.

In addition to the scheduled addresses the teachers will also attend hundreds of group meetings where they will swap ideas on everything from art to vocational agriculture.

Some aspect of the U.S. aerospace program will be featured at all of the conferences. At one, in Battle Creek, Oct. 25-26, will be a demonstration of NORAD facilities by the use of direct amplified communication with NORAD headquarters in Colorado Springs, Colo.

NOV 13 '62

How Sanctions Won Out In California Struggle

The California Teachers Association victory in applying sanctions—blacklisting, if you will—against a recalcitrant school district has not only won legal tests but has shown again how teachers can fight intolerable conditions.

The California association charged the Little Lake City, Calif., school district with such things as:

- Friction within the school board with attempts by some board members to assume administrative functions.
- Punitive approaches to personnel administration, with threats of salary reductions, ridicule and criticism of staff members in public by the board and administration.
- Assumption that all differences constituted "disloyalty" to the administration and the board.
- Rapid changes in school program and personnel procedures without consulting those influenced by the changes.
- Irregular administration as it affected staff, combined with the absence of professional leadership by the superintendent in relationships with the school board.
- Unsound teacher evaluation procedures.

One of the results of such practices, the California group said, was that Little Lake suffered from an unusually high rate of staff turnover with a deleterious effect on students in the system.

CTA President Jack Robinson said Little Lake had two years in which to improve conditions which were revealed in studies conducted at the request of the local education association in 1960 and 1961. The studies were conducted by the CTA's southern section commission on personnel standards and ethics, in cooperation with both the California School Boards Association and the California Elementary School Administrators Association.

When it became clear that the district was not taking steps to improve conditions, and that employment relations with teachers were continuing to degenerate, the sanctions were applied. Robinson listed them as:

- Withdrawal of the state association's placement service to the district.
- Notification to all professional placement services regarding employ-

(*Continued on page* 240)

On the Way

In the November issue of the JOURNAL you can look for special features on the following:

- How a local professional association in a growing suburban community has sought to take a giant step by inaugurating an urban executive secretary's post.
- Recent research in mathematics teaching and where it is taking us.
- A teacher's essay on the teaching of poetry ("From Mother Goose to Milton").
- The complete proposed new Certification Code for the State of Michigan.
- Review of an NEA report on latest curriculum studies.
- Other features and regular departments.

Reactions to Code Awaited

The reaction of Michigan teachers to the proposed national Code of Ethics must be reported to the NEA during November, reports Dan Welburn, MEA staff representative to the MEA Ethics Committee.

The proposed code was printed in full in the October issue of the Journal.

"Feel free to react to the code," Welburn said. "If you can do it with a group, that's fine. If you feel a reaction from your executive committee will be representative, that will be sufficient."

Because the Ethics Committee must consider all recommendations before presenting Michigan's feeling about the code, it is requested that reactions be submitted to Mr. Welburn by Oct. 26. Simply address them to him at the MEA, Box 5007, Lansing 5.

OFFICERS OF THE Michigan Association of School Administrators shown above are, in the front row, left to right: C. E. MacDonald, president, superintendent of schools in East Lansing; William Shunck, immediate past-president, superintendent of schools in Wayne County, and Varl O. Wilkinson, vice-president and superintendent at Portage. Standing, from the left, are: Donald Baldwin, Rochester superintendent and MASA 1965 director; E. J. Ossmann, Brandywine superintendent and 1963 director; Ivan S. Davis, Gaylord superintendent and 1964 director, and Austin F. Bates, executive secretary of MASA.

PTA Seeks More Members

PTA's throughout the nation are working throughout October to enroll new members so the voice of the PTA can be "heard and heeded whenever and wherever decisions affecting children are made."

Mrs. Clifford N. Jenkins of Roslyn Hts., N.Y., president of the National Congress of Parents and Teachers, said that the more members there are—the PTA counted 12,107,507 members in its 47,000 groups in last spring's tally—the more certain the PTA can be:

- That children will have fully qualified teachers, full-time sessions, modern curriculums and up-to-date instructional materials.
- That children's health, safety and well-being will have high priority in the affairs of the community, state and nation.
- That the PTA program will reach into every home and school in the land, "removing disadvantages from the lives of children and strengthening them to cope with the stresses and demands of the space age."

PTA members who enroll this fall will find schedule of work in behalf of chil-

(*Continued on page* 240)

Michigan Education Journal

OCTOBER MID-MONTH

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New Credit Unions Become Major Goal for the Year

The MEA Services Committee, working with representatives of the Michigan Credit Union League, will make the organization of new credit unions for teachers a major goal this school year.

"Every teacher in the state can be a credit union member," said John Dyksterhouse, committee chairman, in announcing the goal. "We will be calling on district and chapter presidents to get interested MEA members together in areas which now lack credit union service."

"Michigan Credit Union League representatives assure us," he said, "that they are ready to meet with such groups anywhere in the state to provide information and to help get new credit unions underway."

Two-thirds of Michigan's teachers are presently members of credit unions serving teachers, school employees or all public employees. In most areas where there are credit unions serving teachers or school employees, a majority of the teachers are already members.

By the estimate of the Michigan Credit Union League, however, credit union benefits are denied to one-third of the teachers in the state either because they lack eligibility or have failed to join an existing credit union.

Organizing more credit unions is the first step to correcting the inequity. All teachers and most school employees will be eligible.

Credit union growth in the nation and especially in Michigan has been very rapid, the league says. Teachers and other school employees have contributed markedly to this success, and to their own economic welfare in the process.

MEA members whose knowledge of credit unions is limited can learn more about these member-owned service organizations in an article to be published in the October issue of the *Journal*.

Reorganization Again Lowers Number of School Districts

Nearly 200 annexations and consolidations in the past year have brought the total number of school districts in Michigan to 1,781, as of the middle of last summer. Last year the figure was 1,980.

Back in 1957, Michigan had 3,190 districts listed. There has been a decrease of 1,409 in the five-year period since then.

The reorganizations have brought the number of primary school districts and districts not offering a kindergarten through high school program, to less than 950. Approximately 1,400 of the 1961 total were primary school districts.

U-M, MSU INCLUDED

Handful of Universities Get Most Aid

Two of Michigan's institutions of higher learning are among the fraction of the nation's universities receiving the lion's share of federal funds spent on programs in higher education. A "Survey of Federal Programs in Higher Education," just released by the U.S. Office of Education, reveals that funds for each type of federal activity in education are mainly concentrated in 100 of the nation's 2,000 institutions of higher education—with the University of Michigan and Michigan State University ranking in the first quartile (25 schools receiving from $5.8 million to $191 million in fiscal 1960).

The study, which is the first of its kind, also says that there are few federally sponsored programs in which most institutions actually participate.

Of all accredited colleges and universities, the National Defense Education Act involved the most – about 1,400 – while the program of federal loans for construction of housing and other non-academic facilities for students has involved more than 600 institutions.

But the number of schools participating in research programs (as of 1959) was less than 500. And less than 300 institutions received assistance in the form of loans or grants for construction of research facilities, specialized equipment or for federal surplus real property.

The new publication, which summarizes information from a survey directed by Dr. J. Kenneth Little of the University of Wisconsin, notes that more than 15 different federal departments and agencies conduct major programs in higher education, but that there is no single coordinating agency. Federal relationships with higher education fall into two major categories:

1—Federal-state cooperation, as exemplified by land-grant college aid to "agriculture and the mechanical arts."

2—Federal-institutional cooperation in which both public and private institutions have contracts, loans and grants for research, services, facilities and training.

The report was conducted in part by Dr. Harold Orlans of the Brookings Institution, under contract with the Office of Education, and Orlans' study will be published by Brookings in the near future. Among the points made in this first summarized release of information were the following:

- No federal program gives general unrestricted aid to institutions of higher learning.
- Federal programs emphasize research and graduate education; between 1955 and 1960 about 75 per cent of all federal income reported was for research and development.
- Only 100 institutions received more than 93 per cent of all federal funds granted for research, graduate fellowships and grants for facilities and equipment; the 100 institutions also received 88 per cent of all funds in the "education and training" category. In other words, federal funds used in higher education programs are concentrated within about one-twentieth of the nation's colleges and universities.
- Both public and private institutions participate almost equally in the federal programs. Of the 100 major participants —as measured by federal income in 1960-54 were public and 46 were private.

The only other Michigan institution listed among the 100 receiving most of the federal income was Wayne State University, and it ranked in the lower half—those receiving from $1 million to $3.1 million in fiscal year 1960.

The report pointed out, but did not give specifics for any school, that 16 institutions had federal income of more than $10 million each; seven had more than $20 million each and four had more than $50 million each. Many of these institutions, it said, operate government-owned research centers, which would help account for the amount received.

Of the 25 major participants in federal research and development programs in 1960, with a range of research income from the government of $4½ million to slightly more than $43 million (and not including funds for the operation of government-owned research centers), the only Michigan institution listed is the University of Michigan.

The study gives two reasons for the degree of concentration of federal funds:

1—Most funds are spent in programs calling for large-scale research activity and training at the highest levels of specialized knowledge.

2—The number of institutions that can match the requirements of federal missions is limited; for instance, of the nation's 2,000 colleges and universities confer only about 200 doctorates, and in many of these the programs are limited.

In summing up the impact of federal activity, the Brookings report in the study says that the most pronounced effects have been in scientific research and education at a few leading schools, "and most imperceptible and indirect in scholarly work and teaching in the arts and humanities at 4- and 2-year liberal arts college."

"Perhaps the most unfortunate consequence of federal science programs," the Brookings report states, "has been the cleavage they have engendered between the status and rewards of faculty in the sciences and humanities.

"Surely this is the major problem posed for educational institutions by the unbalanced nature of present federal policies and expenditures, and it suggests the desirability of either counterbalancing programs in the humanities or of broader forms of institutional aid."

DURING THE Fifth National Salary School sponsored in Washington by the NEA, Michigan was represented by several persons from local teachers' clubs and associations and by an MEA executive staff member. Shown above are, left to right, Gerald N. Simmons, MEA assistant executive secretary for field services; Eugene Straley and Robert W. McLain, NEA salary consultant; Donald Worth, Kalamazoo City Teachers Association, and Warren E. Bailey, Bay City Teachers Club. About 175 persons concerned with teachers' salaries attended the five-day course to learn practical methods of planning and putting into effect salary schedules.

California Sanctions

(*Continued from page* 237)

ment conditions in the district.

Notification to association members, and to other professional groups, that the district condoned unacceptable personnel practices and relationships, and that employment in the district would not be conducive to fulfillment of professional responsibilities.

Lake City School District then went to court. It sought a temporary restraining order but was told in no uncertain terms that the state association had a right to criticize how schools are run.

"There is nothing in the law to prohibit an association from expressing an opinion, and I can't see where the facts indicate the need for the drastic action of a preliminary injunction," Judge Charles Stratton of the Los Angeles Superior Court stated.

Representatives of the California association had told the court that the basic issue at stake was the right of persons and associations interested in public education to express opinions on the operation of the schools.

Legal counsel for the Little Lake City district argued that the California association did not have the legal right to impose its sanction policy against the district.

CTA President Robinson commented that the court's decision upheld the right of the organized teaching profession to comment on what it believes to be unsatisfactory teaching conditions, and to publicize the opinion.

"The CTA," Robinson said early this fall, "is ready now as always to work with the Little Lake school board to find a solution to the district's problems in order to provide the best possible education for the children of Little Lake.

"It is important to note that two members of the board support the CTA position and that the Little Lake Education Association, which represents 98 per cent of the teachers in the district, supported the application of sanctions by an overwhelming 5-1 vote."

Meanwhile, officials in the district were admitting that the application of sanctions was proving to be effective. It reported great difficulty in hiring good teachers and said that even many teachers from other states, who had signed to teach in the district, were requesting that they be relieved of their commitment.

Robinson said that the sanctions on the district would be lifted when it became clear that personnel practices were being improved.

Interestingly, after the state association began to move against the district with sanctions it began to draw support from a growing citizens committee of aroused parents and leading citizens who live in the district.

More on Choice in Tenure Schools

In the last issue of the Journal *Mid-Month appeared a list of tenure schools, with the number of personnel who were members of the MEA and the number who belonged to the American Federation of Teachers, the assumption being that those in tenure schools have the greatest safeguard in choosing their affiliations (charges having been made at times that membership in the MEA is pressured by administrators). Below is an extension of the list to include several tenure schools not previously mentioned. Figures are for 1961-62.*

Tenure Schools	Union	MEA
Airport (Carleton)	. . .	69
Allen Park	. . .	137
Bath	. . .	39
Bedford (Temperance)	. . .	135
Cheboygan	. . .	52
Dearborn #3	. . .	38
Fraser	22	76
Hanover-Horton (Horton)	. . .	29
Harper Woods	. . .	77
Inkster	139	40
Jefferson Consolidated (Monroe)	. . .	84
Melvindale	. . .	82
Oak Park	29	72
River Rouge	29	69

News Briefs

Journal Cited by UNICEF

The Michigan Education *Journal* has been cited by the United States Committee for UNICEF and presented with a certificate of appreciation "for active participation in the fight against hunger, disease and ignorance among children in the emergent areas of the world." The award, for 1962, was presented by Mrs. Guido Pantaleoni, Jr., president of the U.S. Committee for UNICEF, which is the United Nations Children's Fund aiding needy children and mothers in more than 100 countries.

Valley Forge Medals Awarded

Three Michigan teachers are among the 266 persons named in early October to receive the Valley Forge Classroom Teachers Medal for their "exceptional service in furthering the cause of responsible citizenship, patriotism and a greater understanding and appreciation of the American Way of Life." The teachers are: Mrs. Vicki Betwee of the James Madison Elementary School in Wyandotte; Mrs. Blanche Price Burgess, elementary school teacher in Sturgis, and Frank Coleman, McMichael Junior high, Detroit.

PTA Seeks Members

(*Continued from page* 238)

dren outlined for them in the "action program" that will guide activities of the National Congress for the coming three years.

Among its aims are to lift homes and schools "to new levels of excellence; to force higher standards on the mass media and community life; to wipe out the childhood accidents that cripple and kill; to build community services and resources that help disadvantaged children and underprivileged families; to prevent abuse and exploitation of children."

In various U.S. communities—and in overseas communities where Americans living abroad have organized some 160 parent-teacher associations—PTA members are evaluating the particular needs of their children with an eye to specific remedies.

Meeting these needs will become projects for local counterparts of the National Congress' standing committees—on citizenship, cultural arts, the exceptional child, health, high school service, and the like. Solutions reached in one community will serve as guides to other PTA's through state and national interchange of information, and field service work offered by the National Congress.